



Spaulding Middle

400 E. Cartersville Hwy
Lamar, SC 29069

Grades	6-8 Middle School	
Enrollment	231 Students	
Principal	Derrick Glover	843-326-7625
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Dr. Allem McCutcheon	843-332-2852

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Good
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

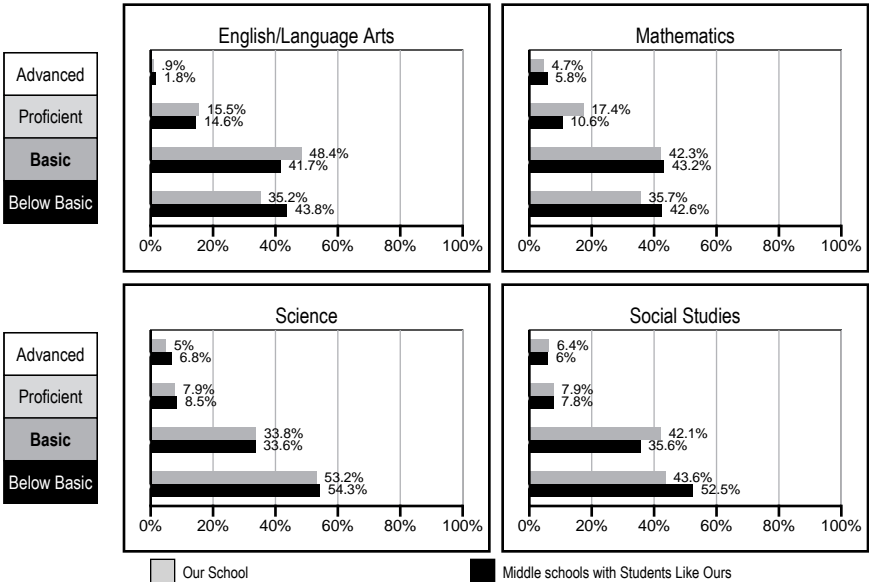
95.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	4	37

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	91.7
English 1	0	90.6
Physical Science	0	80.8
All Subjects	0	90.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=231)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	13.2%	19.4%
Retention rate	0.9%	Down from 1.2%	2.9%	1.8%
Attendance rate	95.4%	Down from 95.6%	95.1%	95.8%
Eligible for gifted and talented	0.0%	Down from 7.7%	9.8%	15.3%
With disabilities other than speech	15.0%	Down from 15.4%	13.9%	12.9%
Older than usual for grade	2.2%	Down from 2.9%	5.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	65.0%	Up from 47.6%	53.8%	55.0%
Continuing contract teachers	75.0%	Down from 76.2%	57.1%	70.6%
Teachers with emergency or provisional certificates	5.3%	Up from 0.0%	17.6%	5.4%
Teachers returning from previous year	78.2%	Down from 81.7%	77.7%	83.4%
Teacher attendance rate	95.7%	Down from 96.6%	94.9%	94.9%
Average teacher salary	\$48,658	Up 10.8%	\$43,747	\$44,706
Professional development days/teacher	17.0 days	Up from 9.8 days	12.2 days	11.8 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 16.5 to 1	17.7 to 1	20.1 to 1
Prime instructional time	88.9%	Down from 89.7%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 100.0%	94.9%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$10,798	Up 0.1%	\$7,617	\$7,097
Percent of expenditures for instruction*	61.6%	Up from 50.7%	63.2%	64.4%
Percent of expenditures for teacher salaries*	49.5%	Up from 46.3%	58.6%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2007-08 school year was both exciting and challenging! For the first time Spaulding Middle School (SMS) students wore uniforms. The change went very well, and parents did a great job helping the school successfully implement the new uniform policy. Our students looked great and were not distracted from learning by fashion and fads.

Improving student achievement continued to be the focus for 2007-08 school year as Spaulding Middle worked to improve its 2007 "Below Average" rating to "Average" in 2008. A major endeavor has been to help students raise their personal expectations for their academic success and continuous improvement. Teachers talked at length with students and parents about strategies for improving academically and setting goals for the future. Parent workshops were held for parents to share the standards students would be working on during the nine weeks. Many parents participated in sessions designed to help them understand and help their child with math. SMS maintained its focus and worked diligently to provide the best education possible for all students.

Faculty participated in intensive professional development during 2007-08 focused on increasing the rigor of the work given to students and increasing the level of student engagement in the classroom. Benchmark testing for English/Language Arts (ELA), math and science were administered to assess student progress and provide data regarding students' instructional needs. Teachers addressed students' weaknesses through targeted instruction and remediation. Throughout these processes, an advisory team provided staff members with recommendations to improve teaching and learning.

Spaulding Middle School, a Title I school-wide site, is committed providing the children in the Lamar area with a quality education. We will continue to work toward that goal and welcome the support of community and business members.

Fran W. Knotts, Principal
Tina McElveen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	76	51
Percent satisfied with learning environment	95.2%	88.2%	78.0%
Percent satisfied with social and physical environment	100.0%	93.2%	82.0%
Percent satisfied with school-home relations	71.4%	84.2%	78.4%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 11 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers		5.7%	6.8%
		Our School	Met State Objective
Classes not taught by highly qualified teachers		0.0%	Yes
Student attendance rate		95.4%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	231	100	35.2	48.4	15.5	0.9	26.8	36.1	48.2	No	Yes
Gender											
Male	119	100	42	47.3	10.7	0	22.3	31.1	41.7	N/A	N/A
Female	112	100	27.7	49.5	20.8	2	31.7	41.5	55	N/A	N/A
Racial/Ethnic Group											
White	65	100	9.7	67.7	21	1.6	38.7	49.8	60	Yes	Yes
African American	163	100	45.6	40.9	12.8	0.7	21.5	26.4	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	35	100	77.4	22.6	0	0	0	10.6	16	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	187	100	40.7	45.9	12.8	0.6	23.3	27.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	231	100	35.7	42.3	17.4	4.7	30	37.8	45.8	No	Yes
Gender											
Male	119	100	35.7	42	16.1	6.3	29.5	38.2	45.6	N/A	N/A
Female	112	100	35.6	42.6	18.8	3	30.7	37.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	65	100	19.4	46.8	25.8	8.1	46.8	53.3	59	Yes	Yes
African American	163	100	42.3	40.9	13.4	3.4	22.8	26.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.8	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.2	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	35	100	80.6	19.4	0	0	0	12.3	17.1	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	187	100	37.2	43	16.9	2.9	26.7	28.7	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	153	100	53.2	33.8	7.9	5	12.9	29.2	35.7	95.4	95.9
Gender											
Male	74	100	52.2	26.1	13	8.7	21.7	29.9	37.4	95.4	95.7
Female	79	100	54.3	41.4	2.9	1.4	4.3	28.4	33.8	95.4	96.2
Racial/Ethnic Group											
White	47	100	36.4	45.5	11.4	6.8	18.2	46.4	49.2	95	95.5
African American	103	100	62.4	28	6.5	3.2	9.7	16.6	17	95.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	81.8	58	N/A	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	45.5	24.9	94.4	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.7	91.8
Disability Status											
Disabled	25	100	81.8	18.2	0	0	0	9.6	14	93.6	94.8
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	89.9	89.9
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.4	24.4	89.9	96.9
Socio-Economic Status											
Subsidized meals	127	100	56.5	33.9	6.1	3.5	9.6	19	21.1	95.2	95.6

Social Studies

All Students	152	99.3	43.2	42.4	7.9	6.5	14.4	28.1	34	95.4	95.9
Gender											
Male	78	98.7	39.7	39.7	11	9.6	20.5	31.1	36.6	95.4	95.7
Female	74	100	47	45.5	4.5	3	7.6	24.9	31.3	95.4	96.2
Racial/Ethnic Group											
White	44	100	26.2	50	11.9	11.9	23.8	39.4	44.5	95	95.5
African American	107	99.1	50	39.6	6.3	4.2	10.4	19.7	19.1	95.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.1	58.9	N/A	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.5	94.4	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.7	91.8
Disability Status											
Disabled	23	100	89.5	5.3	5.3	0	5.3	10.4	14.4	93.6	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	89.9	89.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.5	27.3	89.9	96.9
Socio-Economic Status											
Subsidized meals	119	99.2	48.6	40.4	6.4	4.6	11	19.5	21	95.2	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	66	98.5	49.2	21.3	26.2	3.3	29.5
	7	83	100	41.9	39.2	18.9	0	18.9
	8	97	100	42	45.5	12.5	0	12.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	75	100	30	48.6	20	1.4	21.4
	7	74	100	36.4	47	16.7	0	16.7
	8	82	100	39	49.4	10.4	1.3	11.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	66	98.5	41	34.4	18	6.6	24.6
	7	83	100	31.1	47.3	17.6	4.1	21.6
	8	97	100	26.1	58	11.4	4.5	15.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	75	100	38.6	31.4	22.9	7.1	30
	7	74	100	39.4	40.9	15.2	4.5	19.7
	8	82	100	29.9	53.2	14.3	2.6	16.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	32	96.9	67.7	22.6	6.5	3.2	9.7
	7	83	100	45.9	37.8	8.1	8.1	16.2
	8	49	95.9	40	35.6	13.3	11.1	24.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	38	100	80.6	13.9	2.8	2.8	5.6
	7	74	100	45.5	40.9	7.6	6.1	13.6
	8	41	100	40.5	40.5	13.5	5.4	18.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	34	97.1	30	30	30	10	40
	7	83	100	45.9	33.8	6.8	13.5	20.3
	8	48	95.8	41.9	48.8	9.3	0	9.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	37	100	26.5	50	14.7	8.8	23.5
	7	74	100	56.1	34.8	1.5	7.6	9.1
	8	41	97.6	35.9	48.7	12.8	2.6	15.4

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